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Hon. Geo. Bliss.
With the respects of
Geo. A. Croft.

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AN

ADDRESS

DELIVERED

AT THE DEDICATION OF THE NEW BUILDING

OF

BRISTOL ACADEMY IN TAUNTON,

AUGUST 25, 1852,

By C. C. FELTON,

PROFESSOR IN HARVARD UNIVERSITY.

WITH AN APPENDIX,

CONTAINING AN

HISTORICAL SKETCH OF THE ACADEMY, AN ACCOUNT
OF THE FESTIVAL, AND A LIST OF THE
TRUSTEES AND PRECEPTORS.

TUTTLE

CAMBRIDGE:
METCALF AND COMPANY,

PRINTERS TO THE UNIVERSITY.

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ADDRESS.

It is a pleasing proof of advancing civilization, that the opening of a house like this, consecrated to the education of the young, has become an occasion of interest, drawing together a public assembly, in this busy season of the year. Great historical events, — victories gained on the battle-field, — the birthday of a nation's independence, — the fame of a great ancestry, — the memories of the heroic dead, — have in all ages been celebrated at stated times with discourse, and song, and pious offering. These retrospective commemorations are the natural outflows of the human heart, — the eloquent utterance of manly sympathy. But to-day our thoughts look forward to the future, as well as backward to the past. It is not only the fathers, but the children, for whom these decent festivities are celebrated.

“Sure He that made us with such large discourse,
Looking before and after,”

will graciously smile on a day, set apart in honor of no martial glory, no bloody triumph over which the imagination delights to throw a bewitching and delusive splendor, but filled with aspirations for the intellectual and moral good of those who are to come after us. I hail it as an omen of good, and a proof that, amidst the engrossing pursuits of the present, a wise forethought of the fu-

ture has not been forgotten. I acknowledge with respect the honor of being the organ of your thoughts on this auspicious day. This fair structure, consecrated to the cause of higher education, reared by private liberality,—uprising in this pleasant town, on which the summer's sunlight falls so lovingly, — where the shadows of the silver-woven clouds chase each other across the green lawn and the swelling upland, while the breath of heaven whispers gladness and peace through the leafy garniture of trees and groves,—where to the gifts of friendly nature the hand of man has added the wealth of industry and art,—is a sight which the eye of patriotism and philanthropy may dwell upon with a sacred and homefelt delight. Here your children and your children's children are to be so trained that they shall find their true places in the complicated scheme of society, and fulfil their parts with honor to themselves and advantage to their country. How noble the purpose these generous citizens cherished, the builders of this house, as with the blessing of Heaven they piled its walls and stretched its overhanging roof from side to side!

Education has long ceased to be exclusively the subject of private reflection: statesmen and legislative bodies have become aware of its transcendent importance to the public welfare. It is, indeed, no new theme; and yet, though as old as the first man, it is as new as the last-born infant, whose wail, falling on the mother's ear, implores her tender care and training. It has been a topic of commonplace for thousands of years, and libraries are crowded with the volumes that have been written upon it; but it is still as fresh as the morning, as original as the human soul, of the deepest interest to every being unto whom God has sent a child,—to every soul that wears the shape of man. It was pondered over by the Egyptian priest, as he instructed the children of the favored caste, or inscribed the mystic lore of his nation on the column and the obelisk, for an eternal remembrance;—it was meditated by the Grecian scholar or philosopher, discoursing to troops of

ardent and admiring disciples, under the olive-grove of the Academy, —

“Plato’s retirement, where the Attic bird
Trilled her thick-warbled notes the summer long,” —

in the painted Stoa, along the murmuring Ilissus; — it was discoursed by the Roman rhetorician, teaching in the schools the precepts of his art, and with them all the knowledge of his times; — it filled the thoughts of the cloistered monk of the Middle Ages, as he trained his choirs, or illuminated his Missal; — it was preached by the clergy of the modern world, who, after the darkness of the Middle Ages rolled away, assumed the exclusive charge of the instruction of the young. Legislators — Lycurgus and Solon — numbered it among the weightiest matters of the law. Philosophers, — Plato in his Republic and Laws; Cicero, Quintilian, in their eloquent treatises; the sages of the modern world, Bacon, Milton, Locke; the greatest minds of the present age, — have spent upon this great theme their deepest studies and wisest thoughts. But it has been the painful conviction of all former ages, that only a few can be lifted up from the vulgar level, while the mass of mankind must remain hopelessly sunk in ignorance, — slaves to the soil, the loom, or the workshop, — by a doom as hopeless in fact, if not as sad in name, as that which binds the hereditary bondman to the dull round of his daily tasks at the command of another. The education of the whole people is a grand idea of modern times, twin-born with the doctrine of equal rights and the universal brotherhood of man. Before the practical application of this doctrine, the utmost extent of education for the toiling multitude — sometimes thought of, but never effected — was to give them a few rudiments of instruction, — to read with stammering, — to pick out slowly and with difficulty a page in the Catechism or a chapter in the Bible, — to write a scrawling hand, enough, perhaps, to sign a contract, or keep some rude account. To make the mind competent to strenuous exertion by unfolding its godlike

faculties, to exalt the soul by opening to its vision the truths of science and the creations of genius, throughout the body politic, certainly did not enter the contemplation of any people until the American age. "Athens, the eye of Greece, mother of arts and arms," had a refined and highly educated civic population. With a republican wisdom, unequalled elsewhere in the ancient world, she gave a poetical and intellectual character to her public amusements, and diffused a refined taste for art even throughout her mobs. For the people — humorously personified by the comic writers under the name of Demos — her sculptors hewed the statues of heroes, demigods, and gods, from the quarries of Pentelicus; — for Demos and his religion the superb temples, whose marble harmonies have never been equalled, nor till yesterday understood, rose on every height and headland, glistening with beauty in the enchanted air of Greece; — for the Demos the stately theatres were reared, wherein were enacted the loftiest tragedies, and the wittiest comedies, freshly wrought by the affluent enthusiasm of genius, with every returning spring; — for the Demos the greatest of orators toiled over his discourses by the midnight lamp, not daring to pronounce them until every sentence had been burnished to the most exquisite finish of structure and rhythm, and he had prepared himself to deliver them by an arduous discipline, which no fluent speaker of to-day dreams of enduring; — and this Demos, whose education was so cared for, whose sensibility to beauty in poetry and art was so alive, whose judgment of literature and eloquence was trained to such keen and faultless discrimination, that modern criticism seems dull in comparison, maintained his republican constitution longer than any other people of the ancient world, and left a literature which has ever since been the school of beauty and culture to all mankind.

But the republic rested on the basis of slavery. In illustrious Athens toil was servile and the work of slaves. In the city of Athena, peopled with the divinest works of art, the air vocal with poetry and eloquence, no thought had

been conceived of sharing these accumulated blessings with the millions born to labor. Here, as elsewhere, they struggled on through a painful existence, uncheered by the light of knowledge, unconscious of human sympathy and the sweet sense of brotherhood, hopeless of being remembered in the all-hail hereafter. A vast majority of the living men and women were slaves, drudging at their daily tasks in the workshop or field, or only learning the arts of luxury that might minister to the sensual enjoyments of their masters. And no one has read history aright who has not seen in slavery, wherever existing, the germ of national disaster and decay. But notwithstanding this inward malady, and with such an enormous limitation of the idea of free citizenship, so life-giving was the general education of the people, that they enjoyed a long, splendid, and powerful national existence, and after that was over continued to rule, by their science and philosophy, their poetry, art, and eloquence, and will rule for ever, the empire of the human mind.

But the civilization of the ancient world went down in the darkness of the Middle Ages. Through that sorrowful, but teeming period, again the toiling millions toiled on from age to age, under the feudal burdens of lords and barons scarcely less barbarous than themselves, and the spiritual despotism of a priesthood, who alone held the keys of knowledge as well as of heaven. Out of that chaos and wreck of the elder world, the constitutions of modern society sprang; the distinctions of classes according to the accident of birth were drawn broader, deeper, and more impassable than they ever had been in the Grecian Republic; and these distinctions, modified in various degrees by the progressive spirit of the age, are the most striking characteristic of the existing European world. The unlettered baron of the Middle Ages, who stamped his signature with the hilt of his sword, and whose deepest lore was just enough to sing a lay of war or love, has passed from the stage, having finished his stormy part. He is followed by his descendant or representative, the high-bred

nobleman, surrounded by the gathered luxuries of centuries, born to command in the senate, the cabinet, or the field, inheriting with his title a preëminence in dignity, undisputed among his fellow-men. He is shielded from every sordid care; he is lifted out of the sphere of vulgar anxieties, into a serener air; he is educated at the most venerable seats of learning; his tastes are unconsciously refined by the presence of every beautiful production of art; his faculties are unfolded by delightful studies; he is fed on nectar and ambrosia, until in inward consciousness and outward seeming he is grown almost a being of a different nature from his struggling brother, who toils in sweat and tears and agony by his side. Ah, no! both have the same nature, the gift of God; the same faculties, the gift of God; the same capacities for sorrow and joy; before them lies the same eternal world, into which the vanishing years are fast hurrying them. But the aristocratic system, born in the feudal ages, and living on into the nineteenth century, and determining the kind and degree of education to which the separated classes may aspire, has wrought these enormous differences in their present condition. In feudal societies the labor of the hands is still vulgar and servile; in many of them, even commercial enterprise is inconsistent with gentility; in some, authorship and the profession of the Fine Arts stand only one remove above the handicrafts, and command only a slow and reluctant admission into the saloons of the elegant world. In several countries this state of things and this tone of sentiment are passing away; and it cannot be denied that the English aristocracy have nobly met the duties of their position in the modern world. The colossal structure of British power rests on agriculture and commerce; and the upper classes are strengthened constantly by vigorous recruits from below. Wealth, eminent distinction in letters, professional fame, public service, are titles of nobility, which the ancient aristocracy and the government readily and wisely acknowledge, and crown with the highest honors of society and the state. The shackles of poverty and low birth are often cast aside, and the nobleman of nature

mounts to the seat of power and fame, amidst the applauses of long-descended rivals whom he has beaten in the glorious strife.

But when the settlement of New England commenced, a new order of things took its origin. Our fathers, indeed, did not foresee the imperial extent of our territory, nor the grand results of the principles they established. They only thought to cut roads a few miles inward from the sea-coast, and contemplated building up a few small, well-ordered communities, on the model of a Christian commonwealth, according to their conception of the teachings of Scripture. When they were disturbed by the inroads of heretical opinions, they made short work with the heretics by the scourge, the prison, and the gallows; and when the red-skinned owners of the wilderness lifted the tomahawk against their intrusion, they smote the heathen with the edge of the sword, even as the people of God smote the idolatrous tribes of Canaan, and took possession of their lands.

But to their eternal honor be it said, they laid the foundations of their commonwealth in learning and piety. Among their earliest legislative cares was the providing for the universal education of their children; the establishment of schools at the public expense, which all not only might, but should be compelled to attend; the foundation of a college, where human learning should be cultivated, and the knowledge of God's word, in the original tongues, should not be left to die out. It is true that, though strong men, they were in some respects narrow-minded men; but they laid the corner-stone of their political edifice in principles that have corrected their personal errors, and that have set right the wrong tendencies of their own times, which they strove to give permanently to their communities. They were enlightened enough to see what had never been seen before, and patriotic enough to do what never had been done before, — to see that universal education was the only safeguard of the state, and to enact that education should be provided for all. Their society was planted under novel and extraordinary circumstances, in a wilderness separated by the roar-

ing sea from the ancient civilization wherein they had themselves been nurtured; and it was not unnatural that they should blend with their scheme of public education their dogmatic views of the Christian faith, which they mistook for the essence of Christianity itself. The plan was proof of the highest human wisdom; the error was only the sign of common human infirmity. The principle is lasting as truth, and vital to the prolonged existence of the republic. The error belonged to an age, and the natural growth of the principle has easily and safely done it away. When I study the earliest legislation of the Pilgrim Fathers, I am filled with admiration of their wisdom, wonder at their foreknowledge, and reverence for their steadfast virtues, their noble characters, their unshaken faith; and I thank God that he sent these, his chosen servants, to lay broad and deep the foundations of an empire of free and educated men. No race of men are under such obligations to their predecessors as we owe to our Puritan ancestors; and when we prove forgetful of their memory, or faithless to their illustrious example, God will surely forget us, and punish our faithlessness with his consuming wrath.

The Puritan scheme of education contemplated some education for all, and the highest education for some. They therefore founded, not only common schools, but grammar and classical schools, and colleges; and they did this at the outset, not waiting, under the delusive influence of political economy, for the operation of the law of demand and supply to balance each other. They proceeded on a higher view of man's nature, condition, and wants, and laid at once the foundation of the highest institution of learning known in their age, and possible in their circumstances. They did one thing without leaving the other undone. The college rose side by side with the school. They opened a fountain-head as soon as they had cut the channel for the stream to flow, indulging in no fallacious theory that a fertilizing river would enrich the earth with verdurous beauty, unless abundant springs fed it from a higher source. My reverence for the wisdom of the Puri-

tans is not diminished when I compare their legislation with our own. There is a tendency now, — I will not say to overrate the value of common schools and practical education, for they cannot be exalted beyond the just measure of their importance to the public and private welfare, — but to underrate and depreciate that higher culture which universities are intended to bestow, and those literary and scientific studies which employ and reward the devotion of a life. Against these, and against the institutions which foster them, ignorant or designing demagogues, putting on the hypocritical mask of friendship for the people, sometimes strive to arouse the popular prejudice, as anti-popular and aristocratic in their tendencies. Public favor and legislative bounty have been invoked almost exclusively for the town or common schools. Certain studies are denounced as useless and antiquated, and those only which have a visible application to the material business of to-day are held up as entitled to the regards of the people. The Greek and Roman classics come in for the largest share of this species of distrust, and the Greek and Latin languages are opprobriously styled the dead languages. I think I may fairly claim to be an impartial observer. I have studied and taught in common schools; I have constantly watched our system of public education for more than five-and-twenty years; I have interested myself in lyceums, institutes, libraries, lectures, for the promotion of popular instruction; for several years I have had, and I still have, an official connection with our common schools, as a member of the school committee in the city where I reside. I have also been engaged more years than I like to mention in the study and teaching of those dead, aristocratic languages and literatures, in old Harvard; and if I am not an impartial observer, it is from no want of the opportunity of knowing, from no lack of many-sided experience. No man can estimate more thoroughly than I do the transcendent importance of physical science, not merely for its direct practical bearing on the comforts of life, but for the beautiful demonstrations it

affords of the cardinal truths of religion. But I will venture to say, not that I think, but that I know, the cultivation of classical literature and of the higher mathematics to be essential to the civilization of a state in our age. Destroy your colleges and high schools, and your common school system will pine away and die. Strike out of existence those institutions in which the intellectual wealth of the Past is hoarded up, and old experience ceases to make the youthful Present sage; the book of history is closed, the memory of foregone glory vanishes; the hope of the future, the best incitement to noble minds, is dead; the voice of fame is inaudible; and human aspirations, like human memories, are bounded by the narrow horizon that shuts in the experience of a day. No! literature and language are not dead; they are among the most vital influences that keep the mind of a nation and the heart of a people alive and susceptible of the finest impulses and highest aims. The ruling races of the world,—they who have made the history of man by unfolding the arts that embellish life, and the sciences that concentrate and diversify it, and the literature that refines its coarseness into elegance,—these races are bound together in a peculiar manner, by affinities of language and modes of thought, from the dawn of history to the present day, from the banks of the Indus and Ganges to the western shores of the American continent. At each step of their brilliant progress through space and time, the monuments of their labors, the records of their experience, the results of their wisdom, the creations of their genius, are left embodied and enshrined in those wonderful languages,—links in the chain that began with the Sanscrit four thousand years ago, and ends with the English I am speaking at the present moment. Midway in this series of the forms of human speech, so beautifully moulded to the ever-changing complexity of human thought,—midway in this long course of time,—midway between the spot on which we stand, and the primitive seat of our race on the sacred soil of Asia,—stand the magnificent languages, literatures,

and civilizations of Greece and Rome, wherein the art, culture, and poetry of the elder Oriental world rose to their highest point, and blossomed into their consummate flower. With them the cycle of European civilization to which we belong commences. From them our laws, our politics, our arts, our poetry, our eloquence, flow. They took from Asia and Egypt the germs of culture; we take our culture from them full grown. The Orient began the work; Greece carried it on, with a force of originality, an affluence of talent, a fervor of genius, the world has never since beheld. The words of her language and the felicities of her thought are living in the languages we speak and the thoughts we think this day. While I address you here and now, I use the elements of speech that were heard thousands of years ago among the Brahmins of the Ganges; that were listened to, freighted with deeper thought, in fuller cadences, by the assemblies and courts and schools of Athens, and in the Senate and Forum of republican Rome; that were uttered, in confused and broken tones, down through the mediæval age; and now are touched with something of their ancient harmony, wherever civilization extends. No! there is no dead language, no buried thought. From the childhood of the race, word and thought — the undying expression of immortal conceptions — come streaming down to us in a blended line of living light; and he who would cut off that living line of light would compel us to walk at noonday in the shadow of disastrous eclipse.

It is no part of my object to enter upon a defence of classical education before this enlightened audience; because here, where you have built up an institution partly devoted to these very studies, they surely need no defence; but I reassert the absolute necessity of classical education, in any comprehensive scheme of national culture, founded on a just view of human progress, and the historical development of the intellectual culture of our race; and I repeat, that the higher education which embraces these studies is just as much a public concern as the teaching of the alphabet

or the numeration-table; as truly practical as book-keeping or surveying. I do not mean to say that every individual in a community should learn Latin and Greek. There must be a just proportion here, as in all other things. The life of man is the more intense, the more it is diversified; nor is that life conceivable under the form of a society of scholars only, discussing quantities, and rhythms, and particles, and Attic reduplications. No one occupation, whether writing Greek, planting corn, leading or misleading juries, preaching to the conscience of sinners, giving medicine to the sick, can be imagined to fill up the picture of a tolerable existence. No. Let us have scholars, and lawyers, and doctors, and farmers, and merchants, and mechanics; let us have artists, and singers, and players; let us have every form of activity, whether of body or mind; let us have every variety of talent and acquirement; let us have every opportunity for the interchange of ideas, and for mutual influences, for mental and moral action and reaction, and then we shall have the happiest and most intellectual society. All knowledge is desirable and precious. If I knew a master of the Chinese language and the philosophy of Confucius, I would gladly see him in the society to which I might belong. With him for my neighbor, I should be a wiser and more learned man; for his learning and wisdom, drawn from those far-off Eastern fountains, would surround his neighborhood like a luminous sphere. If I knew a man who understood the language and could expound the modes of thought of the Dakotas, or Pottawatimies, I would gladly have him for my neighbor on the other side. I should be a wiser man for his neighborhood and acquaintance; through him I might know the fresh and racy thought, the forest imagery, the primeval poetry, the condensed and energetic expression, of my wild brother who early took to the woods, and has so long refused to be called back again. And to carry this illustration into fact, I feel that I am a wiser man, that on one side my neighbor is the great geometer who weighs the stars and measures their orbits, and on the

other, the philosopher who not only expounds the ideas of the Creator in the living world, but reads the stony pages of our earth's hoary and awful history before the birth of man, its lord and master. To each and to all of us, every accession of knowledge, and every addition to the number of learned men, is a blessing from God.

We hear much said about self-educated men; but self-education is impossible; and if possible, it would be the worst education in the world. We are educated by the sweet influences of home, and by our experiences abroad; we are trained by poverty, as well as nurtured by wealth; the winds and the sea and the stars are our teachers; our discipline comes from the happiness and the sorrow of the fleeting hour; labor is our schoolmaster, and idleness is the whip that scourges us; our neighbors, associates, and friends give us their daily lessons; we gather knowledge from the books we read, and draw instruction from the sights we see; we take our degrees in the schools, academies, and colleges of our country, whether we go to them or not. The scholar who speaks to us, the minister who preaches to us, the lawyer who pleads for us, the lecturer who discourses at the lyceum, are all our educators.

Franklin is called a self-educated man; but he formed his exquisite English style on the writings of the most accomplished classical scholar England had then produced; and so Franklin was educated, at second hand, by the University of Oxford, where Addison studied. And when, late in life, he drew up a plan for a college in his adopted State, instruction in the classics was among the earliest objects he provided for; and when he desired to signalize his respect for the University in his native State, he presented to the library of Old Harvard a beautiful copy of the Baskerville Virgil. Mr. Clay was a self-educated man. Who taught him eloquence, and what authors furnished the materials of that marvellous and resistless speech, I know not; but who were the associates and rivals of his brilliant years I *do* know. Men they were whose minds had been trained by early discipline, and stored by

maturer studies with the richest learning of the University; men who had grown and ripened in the genial air of classical studies; — Calhoun, the great Senator, the cast-iron man, the masterly logician; — Adams, who knew all human lore in college, court, or legislative hall; — both gone with none to succeed them; — and surviving all, and greater than all, the statesman, diplomatist, scholar, orator, — the only Demosthenes the modern world has seen, — in whose hands, thank God, are yet held the issues of peace and war to the country. Shakspeare was a self-educated man; but he studied first in the grammar school of Stratford-on-Avon, and then, a pupil in the great school of London life, he was made free of the society of famous wits, and became the bosom friend of Ben Jonson, the most learned scholar of that learned age. And Shakspeare too was educated, at second hand, by the University of Cambridge. Without high schools and colleges, without the learning and science and books which these institutions presuppose, your self-educated men would have remained your uneducated men. Your Clay, your Franklin, your Shakspeare, would have been leaders among barbarous hordes, — more active in war, more ready in council, than their fellows, — splendid barbarians, painting their persons in brighter colors, drawing a longer bow, but barbarians still.

The most practical scheme of public education is that which embraces every possible species of culture; the most practical education for the individual — for the working man or the playing man — is the highest and best education he can get. We cannot all do all things; but the social body, in its collective capacity, may include all cultures. In this country, I think our higher development is hindered by wrong views into which we are seduced by the duplicity of language. It is our good fortune that we speak the English tongue, and are born to the heritage of English literature. It is the best expression of the civilization of the modern world. It is rich, not only in words for the primal thoughts and the feelings of the heart, but

it is the fit organ of the grandest poetry and the most impressive eloquence. It is the majestic body of Taylor's golden thought; it is the music that enshrines the soul of Shakspeare, the greatest poet save one that ever lived, and *his* equal; it is the mother tongue of Chatham, the native language of constitutional and regulated liberty. Let us, then, watch over it with ceaseless care, and guard its purity as a sacred trust. But we cannot forget, that in its forming period it was moulded by the ideas of the Old World in the midst of which it grew up. Turns of phrase still linger upon our lips embodying conceptions of former times and another land, and applied by us to a state of things with wholly changed relations. We hear words spoken, that are significant of a people separated into subordinated classes of superiors and inferiors, upper, middle, and lower. We have, indeed, our rich and poor; our ignorant and learned; our distinguished and obscure; our capitalist and workman; our employer and employed. But none of these hold their places by any permanent tenure; no distinctions stand that are not personal. The varied interests implied by the terms are in a very different relation from that in which they are established in the Old World; and they blend together and play into each other by a system of rapid interchanges, giving a vivacity to ordinary life elsewhere unknown. The rich and the poor, in a single generation, change places; the ignorant boor struggles into the learned man; the nameless artisan rises to fame and power; the rustic finds his way to the city, and in prosperous business and polished manners overpeers the "petty traffickers" and the urbanely bred.

Now, European terms, descriptive of upper, middle, and lower classes, have no just application here; and European ideas of practical education are wholly out of place here. The mistake in using these terms, and adopting these ideas, is radical and profound. The politician, who talks to the people as if he were their peculiar friend, insults them by the proffer of the very friendship he hopes to win their favor by, for in so doing he tacitly assumes to belong

to a caste above the people he addresses. He who, in an affected over-zeal for popular rights, strives to raise a prejudice in the minds of the people against the higher culture of the academies and universities, and discountenances their support; he who would persuade the people that they have no concern or interest in literary and scientific institutions beyond the common school; that academies, high schools, and colleges are nothing to them, or deserve their dislike rather than their approbation, since they belong to the rich alone,—that man is a traitor to those principles of fraternity and republican equality which lie at the foundation of our country's liberties. He who denies the working-men, or persuades them to deny themselves and their children, the benefits of a liberal education, cherishes in his heart a system in more deadly antagonism to the rights of the people, than the most absolute despotism in Europe or farthest Asia; for it presupposes, not a community of equal men, but a hierarchy of fixed and unchangeable ranks; it assumes that the poor man's son inherits his poverty together with his name; the son of the mechanic must follow in his father's footsteps, sending down a legacy of toil from age to age; and it makes another more odious assumption still,—that the common occupations of the majority of men are and must be low and vulgar,—that those who are engaged in them are and must be illiterate and coarse in manners,—are and must be incapable of appreciating the great truths of science, and insensible to the rare delights of art and scholarship. Can any thing be less true to American doctrine than this? With what a scornful disregard of wealth, and the position of the moment, Almighty God scatters the priceless gifts of genius among his children? The great poet, the illustrious statesman, the eloquent orator, is as likely to go forth from the brown-faced laborer's cottage over the way, as from the sumptuous palaces of the capital. The future ruler of an empire may be unconsciously digging in yonder field; and this very school may be, under God, the appointed means of revealing his unsuspected destiny to him and to the world.

But while I look with pride and joy upon the opportunities our schools and colleges give to bring to light the capacities scattered broadcast over the land, and while I hold it to be the glory and the special duty of our country to open by means of such institutions the career of public service and political distinction to every son of toil who has the genius to tread the dizzy heights of fame, I assert that a still more fitting scope of a republican education is to carry the light of liberal studies into the business pursuits of life. In my opinion, it is an entire mistake to limit the use of literature to the learned professions, necessary as it is to them. I would gladly see every year bands of well-educated young men go forth from our classical schools and colleges to the mechanic's shop, the farm, the exchange, "where merchants most do congregate." "Verse sweetens toil," sings a very sweet poet; *knowledge transfigures labor*, may be a trite, but is a very true remark in humble prose, and intellectual culture carries ideal beauty into the dusty ways of the world. My faith in humanity does not permit me to believe in the everlasting necessity of soulless toil, whether under the name of slavery or of menial service. On the contrary, amidst the sufferings of the present, I think I discern the gradual coming of the time, not when a golden age of leisure will be enjoyed by the human race, but when the human race shall toil under the light of cultivated intellect, each in his appropriate sphere, whether of head or hand, and, while the noblest work shall receive the highest honor, the lowest task shall not be unaccompanied by its satisfactions of heart and mind; and when, by the right adjustment of faculty to occupation, the intellectual, moral, and physical results of human achievement shall be multiplied to infinity. In a sound and healthy state there can be no dead level; no uniformity of position, profits, honors, or dignities. "One star differeth from another star in glory." But there may be, in the infinite variety of the human mind and the circumstances that surround it here, a blessed harmony between the inward and the outward, which shall constitute the efficiency and happiness of each, and the highest pros-

perity of all. To this result, a wise system of universal education, conscientiously administered, steadily tends.

The delights of science, transcending all the joys of sense, and the refinements of art and poetry, clothe the common life of labor with beauty and dignity. With what new meaning does the loveliness of nature shine in upon the soul of him whose intellectual eye has been cleared by the study of the great masters of thought, the leaders and the teachers of the world! Mr. Macready, in a beautiful lecture recently delivered before the Bristol Athenæum, eloquently says: "We shall not be unprofitably employed in qualifying ourselves for participation in the intellectual entertainment which poetry provides, — in striving to educate our minds to respond to, and sympathize with, the poet's thoughts, — among Nature's grandeurs or her scenes of loveliness, to feel as the poet feels, — and, reading in his page the transcript of those thoughts and feelings which so pleasingly affect us, to recognize and rejoice in a kindred emotion. For it must be with emotions kindred to his own, that the hearer gives his attention to the poet's song. In listening to his fervent strains, the glow of admiration, the throb of transport, should testify to the power of his master mind, as his skill discovers to us capacities of delight within ourselves, of which, until excited by the magic of his verse, we had been unconscious."

After all, what is the end and aim of the toils and struggles of this working-day world? Is it the piling up of gold? What is gold good for aside from its relations to the mind? How small a part of what we gain goes to the use or pleasure of the body. A little daily food, which a shilling or two pays for; a change of raiment, which a few dollars buy; a house over our head, which a few thousands build; — this is absolutely all our physical wants require. But our intellectual wants, who shall measure them? Education is not the learning of a few beggarly elements; it is not a preparation merely for the business of this short life, wherein we play a brief part, and then are hustled off the stage. "What a piece of work is a man!" exclaims Hamlet, in

words of transcendent beauty, in one of those matchless strains that burst from his soul, though "like sweet bells jangled, out of tune, and harsh," — "What a piece of work is a man! How noble in reason! how infinite in faculties! in form and moving, how express and admirable! in action how like an angel! in apprehension, how like a god!" and his dwelling is "this goodly frame, the earth," beneath "this most excellent canopy, the air, this brave overhanging firmament, this majestical roof fretted with golden fire."

Let us remember that such a being, this "beauty of the world," this "paragon of animals," we assume to shape and mould, when we undertake to educate a human soul. It is not a farmer, a mechanic, or a trafficker; it is not a lawyer, or a preacher; but a man, with endless hopes and immortal destinies. Let us approach the work with reverence, looking up to God for his guidance and his blessing. The end we aim at is an ideal one, like the horizon flying before us; but though it lies beyond our reach, we shall reach the farther for having striven to attain it.

APPENDIX.

APPENDIX A.

THE Festival of Bristol Academy on the completion of its new building was held on Wednesday, August 25, 1852. At nine, A. M., the building was opened for public inspection. Seats to the number of four hundred and fifty had been provided in the upper hall, which were mostly filled at half past ten, when the exercises of dedication commenced. An Introductory Address was then made by the Rev. Erastus Maltby, President of the Trustees.

“What has convened this large and intelligent assembly in this quiet place, to-day? What has brought together hoary age, resolute and vigorous manhood, and bright and buoyant youth and childhood? This is no Fourth of July, with its patriotism and parades; no Agricultural Fair, with its annual products of industry and skill; no political ratification meeting, to create party excitement out of listless apathy. No, it is the calm, quiet, and spontaneous assembling of friends of education at a literary festival, more rational in its nature and not less important in its influence.

“As friends of education and of Bristol Academy, we may well consider this an occasion for mutual congratulation. This beautiful and commodious edifice, erected mainly through the liberality of our citizens, with architectural taste and proportions, and mechanical skill and fidelity, is now to be set apart to the purposes of education, than which, next to religion, nothing can be conceived more important. This day is pleasant and joyous in the consummation of long-cherished desires for a house sufficiently commodious and attracting, to be worthy of the name it bears; it is also bright in hope and auspicious in promise.

“We greet with cordial welcome the numerous friends of education in this new and spacious hall. We are glad to see so many of the retired Trustees, and to furnish them this substantial testimony, that the cause for which they labored still receives careful attention. We meet with pleasure many former Preceptors and

Teachers, whose first efforts at usefulness were here to direct young minds in their first attention to the ‘article, noun, pronoun,’ the *hic*, *hæc*, *hoc* and the *ὁ*, *ἡ*, *τό* of learning. Though widely separated, and though some of their honored number have been absent a third of a century, it is pleasant to know that education has still attractions more potent to draw them here, than the beauty and progress of our town and the enterprise and thrift of its inhabitants. One, alas! the first Preceptor, who hoped to be with us to-day, has closed his earthly course. His sun lately set in calmness, just before the dawn of this pleasant and auspicious day.

“We greet the former pupils of this institution, who come with smiles and blessings from the learned professions, and from stations of honor, trust, and usefulness in civil, literary, and commercial life. To the patrons of learning here, we hope this day to present inducements, in addition to an accomplished board of teachers, for continued and increased favor. For beauty of location, splendor and convenience of accommodations, accessibleness, and facilities for improvement in learning, to both sexes, this Academy may well challenge a comparison with any others of a similar kind.

“It is not my province nor design in this brief introduction to discuss the cause for which we are now assembled, nor to anticipate any addresses with which we may be favored to-day, nor will I by my remarks detain you longer from the intellectual repast provided for your entertainment.”

The following Hymn was then sung by a select choir, under the direction of William B. Crandell, Esq.

“O Thou, at whose dread name we bend,
To whom our purest vows we pay!
God over all, in love descend,
And bless the labors of this day.

“Our fathers here, a pilgrim band,
Fixed the proud empire of the free;
Art moved in gladness o’er the land,
And Faith her altars reared to thee.

“Here, too, to guard through every age
The sacred rights their valor won,
They bade Instruction spread her page,
And send down truth from sire to son.

“Here, still, through all succeeding time,
Their stores may truth and learning bring,
And still the anthem-note sublime
To thee from children’s children sing.”

The Rev. Mr. Maltby then offered an appropriate prayer. The

Rev. Charles H. Brigham, Secretary of the Trustees, then read a short Historical Sketch of the Academy.

“On the 30th day of June, 1792, the Legislature of Massachusetts, in General Court assembled, passed an act in six articles, the preamble and first two articles of which are as follows : —

“Whereas, it appears by the petition of the Hon. David Cobb and others, his associates, that they have subscribed a sum of money for the purpose of creating and supporting an Academy in the town of Taunton, in the county of Bristol, to effect which generous design more fully, it is necessary to establish and endow a body politic.

“Sec. 1. Be it therefore enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, That there be and hereby is established in the town of Taunton, in the county of Bristol, an Academy by the name of “The Bristol Academy,” for the purpose of promoting piety, morality, and patriotism, and for the education of youth in such languages and such of the liberal arts and sciences as the Trustees shall direct;—and that Hon. Walter Spooner, William Baylies, David Cobb, and Elisha May, Esqrs., James Williams, Apollos Leonard, Seth Padelford, Samuel Fales, and Samuel Leonard, Esqrs., Messrs. Simeon Tisdale, James Tisdale, Josiah Tisdale, and Jonathan Cobb, be and hereby are nominated and appointed Trustees of said Academy, and they are hereby incorporated into a body politic by the same name for ever.

“Sec. 2. And be it further enacted, That the said Academy be endowed with a township containing six miles square of the unappropriated lands in the counties of Lincoln and Hancock ; to be laid out by the Committee for the Sale of Eastern Lands, and to be located in such place as will best subserve the interest of the Commonwealth, and that all the lands or moneys heretofore given or subscribed, or which for the purpose aforesaid shall be hereafter given, granted, and assigned unto the said Trustees, shall be confirmed to the said Trustees and their successors in that trust for ever, for the uses which in such instrument shall be expressed, and they, the said Trustees, shall be further capable of having, holding, and taking in fee simple, by gift, grant, devise, or otherwise, any lands, tenements, or other estate, real and personal (provided the annual income of the same shall not exceed six hundred pounds); and shall apply the rents, issues, and profits thereof in such a manner as that the design of the institution of the Academy may be most effectually promoted.”

“The other four sections define the number, duties, and powers of the Trustees.

“Such is the charter under which Bristol Academy was established, and under which it exists to-day. Sixty years have passed since this act was engrossed upon the records of the State. It is proper to inquire now, by a short historic survey, how far the hopes and intentions of those who passed this act have been fulfilled.

"Four years were spent in the preliminary arrangements before the new school was opened for its appropriate purpose. The needful subscriptions came in slowly. Many were sceptical concerning the worth, more concerning the success, of such a seminary. The Trustees were not idle, as the records of twenty meetings held in this interval fully prove. Their various committees were active and faithful. The sum of \$ 10,000 was realized by the sale of their Eastern lands, and more than \$ 1,000 were added of private gifts. The town was solicited to bear its part, and a wide appeal was made to the public spirit of the county. The full number of Trustees allowed by the charter was completed, and Hon. George Leonard of Norton, Rev. Perez Fobes, LL. D. of Raynham, and John Bowers, Esq. of Somerset, were added to those already named. The early loss of General David Cobb from the Board, by removal from the State, was greatly regretted, and the thanks of the Trustees were unanimously voted to him 'for his great and friendly exertions in favor of the Academy,' and it was also voted, that he was 'entitled to the honor and appellation of being the Patron and Founder of the same.' Negotiations were made for a suitable spot of ground, and finally a lot was selected on the land of Mrs. Crocker, adjoining the meeting-house. Some months elapsed after the purchase before all difficulties were settled, and the way was clear to erect a building and engage a teacher. On the 6th of April, 1796, Mr. Simeon Doggett was chosen Preceptor, and on the 4th of July Miss Sally Cady was appointed to be the head of the Female Department.

"On the 18th day of July, 1796, the Academy was dedicated by public exercises to its appropriate uses, in the presence of the Trustees, and a large concourse of citizens of the town and vicinity. An Ode on Science, written and composed by Deacon Jaazaniah Sumner, was sung by a select choir, and a discourse delivered by Mr. Doggett, the Preceptor. The theme of this discourse was, 'Education, its Objects and its Importance.' It was an able and remarkable production, affluent in rhetoric, clear in statement, gentle in its criticism of defects, earnest in its prophecy of remedy, — far in advance of the sentiment of the time. It delighted and edified all who heard it, and the printed copies were soon widely circulated, and did for education in the Old Colony a timely work. Mr. Doggett came to his new post of duty with rare qualifications. He brought with him the experience of a teacher as well in the district school as to the college class. He was in the vigor of early manhood, skilled in the ancient tongues, respected by all as a man of singular integrity and purity, liberal in his views of human culture, able to work and willing to wait, practised in self-restraint, with a just balance of gentleness and firmness in his temper, — at once a judicious and a consistent man. He came with the warmest wishes of his associate teachers in Brown University. And the reputation which he brought was confirmed at the beginning by the dignity and earnestness with which he gave himself to his task.

"Mr. Doggett remained at the head of the institution until April,

1813 ; a period of nearly seventeen years. His labors during this whole period were arduous and unrelenting. The number of pupils was usually large, rarely falling below fifty, and sometimes rising to nearly three times that number. He had, it is true, competent assistants, both male and female, but the responsibility and burden were chiefly on him. But he found time to fulfil all his duties in the Academy, without relinquishing wholly the cares of that sacred profession which he early adopted. The Board of Trustees were diligent to watch and constant to aid him in his management of the school. Their quarterly meetings were punctually attended, and they were faithful witnesses to the proficiency of the pupils. Their oversight of so large a fund, varying from \$ 8,000 to \$ 11,000, was not free from embarrassment. There were no dividend-paying stocks in which it might be securely invested, and it was mostly held by members in the form of loans. The Trustees were fortunate in their Treasurer, Hon. Seth Padelford, who, from the first organization of the Board to his sudden death, in January, 1810, discharged with great care, shrewdness, and patience the difficult office of Treasurer. The losses, which in rapid succession deprived the Board of its most efficient members, were made up by the choice of younger men. At the time of Mr. Doggett's resignation, only three of the original Trustees were remaining in office. The hearty compliment was paid to him on his retirement, of a choice to a vacant seat in the Board.

"The epoch of Mr. Doggett's Preceptorship was rather one of experiment than of settled system, either in instruction or discipline. There were frequent changes in the rules, and no fixed code of by-laws was fairly agreed upon. Some strange uses of the Academy building were allowed, and some curious statutes were passed.* The annual dinner, which at first each Trustee was required himself to pay for, became soon a quarterly dinner, at the expense of the fund. The price of tuition fluctuated, and a vain distinction was attempted between the cost of teaching to boys and to girls. Fifty cents additional tuition was prescribed as the penalty for absence at examinations. The purchase of globes was repeatedly waved, and it was quite difficult to get the bell in proper tune. A form of diplomas was ordered and voted, but there is no record that any were ever given. A path from the Academy door to the Neck of Land Road was matter of much concern and frequent discussion. But if small things were overmuch heeded, and the legislation of the Board was somewhat fitful and uncertain, the weightier matters were not neglected. The teachers kept up to the standard of the day ; and applicants from this Academy were honorably received and took good rank in our chief New England colleges. Many who have held in this and other States high civil and judicial office, or have adorned the sev-

* Dancing was a regular branch of instruction. Wednesday and Saturday forenoon, and Saturday afternoon, were appropriated to it. There were regular times appointed for balls in the hall.

eral professions, have referred to the influence and labors of Master Doggett the foundation of their success in life. If we subtract half from the records and traditions of the Academy under its first direction, enough will be left to show its educational efficiency in this region.

"The successor to Mr. Doggett in the Preceptorship was Mr. Luther Bailey, a graduate of Brown University of the class of 1808. Mr. Bailey remained in office until the autumn of 1816, about three and a half years, and left at that time only to enter upon the duties of the settled ministry. That his efforts and services were highly esteemed, the frequent testimonials on the records show. While he remained, he was a respected citizen and a popular teacher.* In the last terms of his stay, he had an efficient helper in Mr. Otis Peirce, whose skill as a teacher of penmanship recalled attention to that neglected branch. So acceptable were the services of Mr. Peirce, that he was at once appointed to the vacant post on Mr. Bailey's departure; and, with the aid of a brother, was able to discharge the full duties of his place for several months, until a teacher of classical training could be found. In the person of Mr. John Brewer, a graduate of Harvard College of 1804, and a gentleman of superior ability and attainments, an entirely fit Preceptor seemed to be secured. But in less than a year he was called away to a more lucrative office in a Southern city. Mr. John H. Wilkins, a graduate of that year (1818) at Harvard, was then engaged, and high hopes were cherished of his future influence, from his affable manners, his varied scholarship, and his tact in the school-room. But the temptation of professional study was too attractive, and he remained but a year at the head of the school. Mr. Peirce was then reappointed, and retained his place till the summer of 1821.†

"An especial mention of that venerable man whose long activity and unwearied interest in the Academy ceased at this period, is proper here. From the beginning of his residence in Taunton to the day of his death, Rev. John Pison never ceased to watch the concerns of this institution as a faithful guardian. No examination passed without his presence, his sagacious counsels, his approving smile, his kind encouragement. The teachers were sure of his sympathy. The scholars were glad in the benediction of his voice. His genial humor transformed the business meeting to a festal gathering. It was his part, not only to preserve, as the secretary, a faithful record, but to speak in behalf of the Board the

* It is said that Mr. Isaac Bowen was Preceptor for some six months after the departure of Mr. Bailey. But no record of his appointment is found on the books of the Academy.

† The Female Department of the Academy was filled in its earlier days by many ladies of high accomplishments and elegant manners. Misses Cady, Godfrey, Burges, Warner, Smith, Brewer, and Dean are all well remembered. An occasion hardly less memorable than the first dedication was the solemn funeral service at the burial of Miss Prudence Williams, whose kindly spirit and whose patient labor were proved for so many years in the Academy.

words of admonition or of sorrow, as the occasion might require. From his lips the reprimand fell gently. His mild temper could not criticize harshly. And the sympathy of his quaint and touching phrases would bring smiles to the very face of anguish. His lament over each new bereavement which parted the companionship of brethren whom he loved to meet, was very tender. In the removal of Mr. Doggett, he sees a new proof of the changeable nature of all mortal things. If he was not forward to suggest measures for the improvement of the school, he was prompt to fulfil the declared wishes of its teachers and guardians. The Academy has had no friend who has labored for it with more single-hearted, self-denying devotion, in its small things and great things alike, and who has done more to promote its usefulness, than the Rev. John Pison. The mention of his name in this place must always call back most grateful memories.

"In this second period of its history, the system of the school had become more settled, its laws were arranged into chapters and sections, the rate of compensation to the Preceptor fixed, and the hours of study defined. It was enacted that none should be admitted under ten years of age, except students in the classics, who were preparing for college. Occasionally the female schools were suspended in winter. The salary of the Preceptor was limited to four hundred dollars from the fund, with the fees for tuition, out of which the salaries of suitable assistants were to be paid. The rates of tuition still fluctuated, and varied from two and a half to four dollars, according to the number of studies selected by each pupil. Drawing was added to the list of accomplishments provided for; and it was deemed proper to assign a portion of time for instruction in the use of the globes, and to girls in the arts of the needle. The school had now to endure the rivalries of other similar institutions in neighboring towns, and became somewhat more local in its character than at first. Of the original Trustees, but one, the Hon. William Baylies, still survived. The children of the first pupils now sat in the seats of their parents, as pupils or as Trustees. But the institution still continued to hold its rank as the chief school of the county, and sent to the colleges those who could honorably compete with students from other quarters. On its days of public examination numbers still assembled, and its guardians were punctual in quarterly meetings and at quarterly dinners.

"The successor of Mr. Peirce in the office of Preceptor was Mr. John Goldsbury, a graduate of Brown University of the class of 1820. He remained for two years and a half, when he resigned to enter upon the duties of the Christian ministry. He was followed by Mr. John Lee Watson, a graduate of Harvard of the class of 1815. Mr. Watson was a skilful and gifted teacher, and was popular with his pupils during the four years that he remained. His departure was greatly regretted, though another more sacred field of labor welcomed him. Mr. Frederic Crafts, a graduate of Brown

of 1816, followed, and for *nine* years discharged with great fidelity, zeal, and vigor the duties of his office. He left only to find a more arduous duty in one of the city schools. For a single year Mr. John N. Bellows, a member of the class of 1825 at Harvard, occupied the post. After him came Mr. Nicholas A. Clarke, a Harvard graduate of 1838. He held the office four years, from 1838 to 1842. Rev. John D. Sweet, a Brown graduate of 1829, filled a short interval of a year and a half, and Mr. Bellows returned again for an equal period. Both these gentlemen left to resume the work of the ministry. Mr. Samuel R. Townsend, of the Harvard class of 1829, remained at the head of the institution for three and a half years, when the present Preceptor, Mr. Henry B. Wheelwright, of the Harvard class of 1844, was appointed. There have thus been eight Preceptors within thirty years. About the space of a single year, the Preceptorship has been vacant.

"We have no room, and it is hardly proper, to speak specially of the merits of these teachers, whose services are so recent, and whose faces so many of their former pupils are to-day glad to welcome back. Their efficiency was not a little promoted by the fitness and devotedness of their female assistants. The names of Misses Tillinghast, Barry, Hale, White, Cushing, Baylies, Pennell, and Townsend deserve honorable mention in this sketch. Their influence is felt now everywhere in the characters of the younger women of this village. Numerous ushers and other assistants have also been employed, whose names, if they could all be obtained, we would gladly mention.* There have been teachers of special branches, — of Writing, of French, and of the Art of Memory. The number of pupils in these thirty years has of course greatly varied. In some terms it has fallen below twenty, in some terms it has risen above one hundred and fifty. The average number, however, has probably been from seventy to eighty per term. The number of studies has increased, till all the branches of a high-school education or a college preparation are now included within the course. The laws of the institution have been several times revised; — once, in 1835, very thoroughly. All the Trustees who were in office at the death of Mr. Pipon have resigned or died, and the last appointed, Hon. Oliver Ames, Jr. of Easton, is the sixty-first from the foundation. Respectful and grateful notice may here be taken of the Hon. Justice Williams, whose time, prudence, and wisdom were always at the free service of the Academy in the offices of Secretary and President, which he successively held, — and of the Hon. Samuel Crocker, whose large private concerns did not prevent him from faithfully administering and increasing the funds of the institution, and whose term of office was prolonged to forty-two years, three quarters of the whole age of the Academy.

* The names of those who have taught since 1837 are Francis B. Dean, Francis C. Andrews, A. A. Leach, A. Towle, Claudius B. Farnsworth, James B. R. Walker, Amos Lufkin, C. D. Kingman, and George A. Sawyer.

"But we omit further details of the past history, to speak very briefly of the present condition of the Academy. Its external condition is highly encouraging. It has a respectable fund, well invested and reasonably productive. Its old building, venerable in its associations, but most uncomfortable for purposes of instruction, is now finally forsaken, and is expected to pass into other hands, for other uses. On this spacious and valuable lot, which the foresight of the Trustees many years ago secured, a new building has been erected, which we exhibit and dedicate to-day. The plans, skilfully contrived and drawn by Mr. Richard Upjohn, have been ably executed by the contractors, Mr. Levi Hale and Messrs. Walker and Sherman. When the building is fully completed, it will possess all the modern facilities for teaching and improvements in arrangement. A new method of ventilation has been adopted; a well has been dug upon the premises; large furnaces have been placed in the cellar; and ample room has been provided for scholars to remain in the interval of the noonday. The larger half of the expense of the new building has been met by the voluntary gifts of its friends and former pupils of the Academy. One name among many we may be permitted to mention, that of Mr. Samuel T. Tisdale, of New York city, whose noble donation of one thousand dollars is a worthy tribute to the memory of his ancestor.

"It is intended to appropriate one room to the purpose of a library and cabinet, and it is believed that gifts for this end will not long be wanting.* The Catalogue recently printed shows by its long list of names that the interest in the institution is not waning, even with the great improvement in our public schools; and by its plan of *graded* instruction, that the standard of the school is higher than ever. Under its present management, there can be no doubt that the best hopes of the Trustees and patrons of the Academy will be realized. It rests with the citizens of this town mainly to prove that the services of this day are not disproportioned to the occasion which we celebrate. It is a jubilee festival which we keep together. But may we not trust that it shall inaugurate here a new period of sound and useful instruction, the fruits of which shall be more abundant as the years pass on? The building which the fathers reared now lies hid beneath the shade of the trees which they planted. Those spreading elms are the piers of our gateway to this new structure. May the remembered labors and recorded zeal of the fathers in behalf of this ancient school hang in grateful shade over the new pathway to truth which here we mark."

The Ode on Science, written and composed for the dedication of the first building in 1796, by Deacon Jaazaniah Sumner, was then repeated.

* Donations for the library to a considerable amount have already been made.

“ The morning sun shines from the east,
 And spreads his glories to the west ;
 All nations with his beams are blest,
 Where'er his radiant light appears.
 So SCIENCE spreads her lucid ray
 O'er lands that long in darkness lay ;
 She visits fair Columbia,
 And sets her sons among the stars.

“ Fair FREEDOM, her attendant, waits
 To bless the portals of her gates,
 To crown the young, the rising States,
 With laurels of immortal day.
 The British yoke, the Gallic chain,
 Were urged upon our sires in vain, —
 All haughty tyrants we disdain,
 And shout, ‘ Long live America ! ’ ”

An eloquent and powerful Address on Education, which is printed in the foregoing pages, was then delivered by Professor C. C. Felton, of Cambridge. The exercises in the hall were closed by singing a Hymn, written for the occasion, by Hodges Reed, Esq., a pupil of the school more than forty years ago. The music was composed for the occasion, by Thomas Ryan, Esq., of Boston.

“ Open thy halls, — thy gates unbar, —
 A herald in thy court demands
 Admission for the girls and boys,
 Who wait without, in joyful bands.

“ The lyre is with them, yet unswept,
 Whose numbers half the world may wake, —
 Among them the betokening shout
 Which shall on ears of millions break.

“ There are the future men of skill,
 To lighten labor, care, and pain ;
 There, the quick eye to scan the heavens,
 And the strong arm to reap the grain.

“ And there are angels, wingless yet,
 Who, by and by, the heavens shall span,
 Proclaiming loudly, as they fly,
 Peace on the earth, — good-will to man.

“ *Open thy halls and let them in ;
 The sleeping lyre bid Science string ;
 Let Truth anoint their mighty men,
 And heaven-born Love their angels wing.*”

At one, P. M., a procession was formed in front of the Academy, under the direction of Timothy Gordon, Esq., Chief Marshal, and was escorted by the Taunton Brass Band through Main Street to Templar Hall, where upwards of two hundred ladies and gentlemen were comfortably seated. Ex-Governor Marcus Morton presided. A blessing was asked by the Rev. Alvan Cobb, the senior clergyman of the town. The bountiful collation, which Mr. J. B. Smith of Boston had provided, engrossed the next forty minutes of time. At two, P. M., the intellectual entertainment was commenced by the Chairman, in a few felicitous remarks. He spoke of his high sense of the honor of presiding on such an occasion, — of the interest he had taken in the Academy for many years as a Trustee, — of the large number of children he had educated there, and the reaction of good which their training had brought to his home, — of the changes that had taken place in the needs and prospects of education. He mentioned it as a remarkable fact, that no descendant in the male line of any of the fifteen original Trustees is now a member of the Board, and as a fact equally singular, that all the Preceptors but one are now living, and half of them, too, present at the festival. He closed his remarks by announcing the first regular toast:—

1. "The Ancient Toast, 'Success and Prosperity to Bristol Academy.'"

Music.

2. "The Town of Taunton. 'Good Lord, Sirs, what have we here? fish, flesh, and good red herring.' Our water may be weak, Sirs, but the fountains of our intelligence are fresh and deep."

The Hon. Henry Williams was called upon, as a lineal descendant of one of the first settlers of the town, to answer to this toast. He spoke of the erroneous, almost contemptuous ideas, that were current abroad concerning the old town of Taunton, and regretted that the town had done so little for literature; that it had produced but one eminent poet, and but one person entitled to the name of *historian*. He could claim for the town, however, that it had not been backward in aiding the early struggles of the country for freedom, and in providing material for its great enterprises, both of war and peace, — that it had furnished citizens as patriotic, soldiers as brave, and artisans as skilful, as any town in the State. The learned professions and the bench had found in its sons some of their brightest ornaments. The present need he considered to be of higher literary culture, and more thorough provision for ed-

ucation. And he gave as a sentiment, in closing, — “A higher moral and intellectual culture, the only antidote to the social evils of our day.”

3. “Bristol County. Its boast is not of fruitful soil or abundant harvests, but that its sons, whether in the councils of the land or on the broad paths of every ocean, bear with them the principles and the spirit of their Pilgrim ancestry.”

The Hon. Thomas D. Eliot, of New Bedford, responded to this toast, in a brilliant and humorous off-hand address, — speaking for the county only as a loving, adopted son, and making some playful comparisons between old school and new school doctrines. He gave as a sentiment, — “The town of Taunton. Her *old schools* of herrings in the river, and her *new schools* of children on the land. Her fame has sprung from the former, and rests securely on the latter.”

Music.

4. “The Commonwealth of Massachusetts. Fortunate in her enterprises, because liberal in her gifts. Her magistrates this day are witnesses to the wisdom which felled the forest to build the Academy.”

This toast was replied to by his Excellency Governor Boutwell, who enlarged upon the theme which it suggested. He regarded the social and economical standing of Massachusetts as mainly the result of her zeal and liberality in the cause of education. The diffusion of intelligence among the people is the sure source of the best material prosperity. The worth of our government depends upon the standard of our public education.

5. “Rhode Island. The rivers which bear our wealth pierce the sea through her possessions. We share with her the traditions of trial and strife. May no border disputes ever set bounds to our brotherhood in knowledge and truth.”

In reply to this, the following note from his Excellency Governor Allen, one of the first pupils of the Academy, was read by the Secretary : —

“*Providence, August 17, 1852.*

“DEAR SIR, —

“I regret very much it will not be in my power to accept your friendly invitation to unite with the Trustees of the Bristol Academy at their celebration on the 25th of this month. It would have given me great pleasure to visit, once more, a place where I had passed many happy days of my youth. Yours, respectfully,

“PHILIP ALLEN, *Governor.*”

And the following lines, sent by Rev. Charles T. Brooks, of Newport, Rhode Island : —

“ The Derivation of the Name of Taunton.

“ Taunton, good Lord ! ”

“ TAUNTON ! there is an omen in thy name,
Might put thy ancient enemies to shame ;
And if the ghosts of them who slandered thee
Could for an hour revisit earth, to see
The pride and promise of thy present day,
Thy widely spread industrial array,
Thy mansions, farms, and factories, and then
Thy schools and churches, matrons, maids, and men, —
Ay, could they come to-day, and look on these,
Thy intellectual festivities,
Well might they shrink from such a blaze of light,
To their old haunts of ignominious night ;
Well mightest thou their keenest shafts defy.
‘ *Taunt on !* ’ should be thy proud, exultant cry.”

Music.

6. “ Harvard College. In her day of small things she trained the founders of this Academy. In her day of larger advantage, may many grateful children of those founders find in her still a gracious mother.”

In answer to this toast, Professor Felton spoke of his delight in the arrangements of the occasion, his interest in the historical sketch which had been read, and the honorable witness which it bore to the interest of the town and county in the cause of education. The presence of ladies was to him a beautiful feature in the order of the festival. He testified, from his own observation, that the disuse of wine at public dinners had only made brighter and more genial their flow of wit and soul, and gave an emphatic approval of the sentiments uttered by Governor Boutwell, in regard to the connection of prosperity with intelligence.

7. “ Brown University. Her fame is our pride. Our sons are fated to bear her honors. We welcome in the person of her senior Professor one of our most promising children.”

In replying to this toast, Professor Alexis Caswell related some of his experiences as a pupil of the Academy, and showed how he became a connecting link between this and Brown University. He paid an affectionate tribute to the venerable men who were his teachers, and spoke of the enduring influence of their counsels and

encouragements. He alluded to the honorable rank which the sons of this Academy had taken among the college graduates. Though a Professor of the Natural Sciences and of Mathematics, he did not hesitate to commend classical education, and the spirit of Mr. Felton's Address. He recommended the endowment of scholarships, the establishment of a library, and the encouragement of indigent scholars to seek the highest instruction. He closed his address by giving, — "Bristol Academy. May it never want liberal patrons, judicious directors, and able teachers."

Music.

8. "Suffolk County. A very respectable county for lawyers, but indebted to Bristol for some of the brightest ornaments of her bar."

The Hon. George S. Hillard, of Boston, a great-grandson of the Rev. Josiah Crocker, one of the most honored clergymen of Taunton, was called upon to reply to this toast, which he did in a most finished and elegant address. He contrasted the methods and customs of New England with those of the older nations in Europe, and showed how powerless the mere traditions of art and culture were to promote happiness and progress; — that neither the presence of sublime scenery, as in Switzerland, nor the inheritance of a noble history, as in Italy, the land where Virgil left the charm of his verse, could supply the defect of constant and progressive intellectual training. He gave as a sentiment, — "Education, — a golden chain of sympathy which links together the hopes of youth and the experience of age. May no rust ever sever a single link."

9. "The Board of Education. A doubtful scheme at first, but made sure by the earnest industry of one *Mann*. Though it be past prophecy now, it is stronger and more hopeful in the wisdom of its *Seers*."

In the absence of Professor Sears, Secretary of the Board of Education, who was expected to answer to this toast, the Hon. John H. Wilkins, of Boston, a former Preceptor of the Academy, was called up. He spoke of his emotions on visiting the place of his youthful labor, which he had not seen for thirty-three years. He referred to the great improvements and changes in teaching that these years had brought, and dwelt upon the excellence of the common-school system, by which the wealth of the community was made to minister to its culture. And he gave as a sentiment, — "The memory of those who instituted our system of public schools."

Embalmed in the affectionate regard of the countless number who have been, and who shall be, benefited by its provisions."

10. "The Preceptors of Bristol Academy. We reap where they sowed. May they see with joy yet greater harvests here."

The Rev. Luther Bailey, of Medway, the oldest living Preceptor, replied. He alluded to the past history of the Academy, and to his own connection with it nearly forty years ago. He mentioned the names of the distinguished men who were then its guardians, and on whom he relied for counsel and aid. He compared the former things with the present, and spoke with hope concerning the new prospects of the institution which he loved. He closed with an affectionate tribute to his predecessor in office, which was followed by

11. "The Memory of the Rev. Simeon Doggett, first Preceptor of the Academy. '*Quis desiderio sit pudor aut modus tam cari capitis.*'"

Music, Pleyel's Hymn. Company standing.

12. "The Clergy. The open archives of Bristol Academy, and the dearest memories of friends here to-day, honor the office which would confirm wisdom by practical virtue, and consecrate it by Christian faith."

The Rev. Thomas P. Rodman, of Bridgewater, eloquently responded, and spoke of the reciprocal benefits which the profession of teaching and of the ministry had conferred and received.

13 "The neighboring Academies of the Old Colony. Their cause is our cause. May the rivalry of our energies never break the unity of our friendship."

Nicholas Tillinghast, Esq., Principal of the Normal School at Bridgewater, who was expected to reply to this toast, having been obliged to leave the hall at an earlier hour, and J. W. P. Jenks, Esq., of the Peirce Academy, Middleborough, being unexpectedly detained, no response was made to this toast.

14. "The Memory of General David Cobb, 'Patron and Founder of Bristol Academy.' A brave soldier, a resolute judge, a constant friend to learning, and a true, large-hearted man."

15. "The first Scholars of Bristol Academy. A venerable few are left of that joyous throng. Their presence to-day is a benediction."

The Hon. John M. Williams, formerly Chief Justice of the Court of Common Pleas, appropriately answered to these toasts in the following interesting address, which was read for him by his son.

“ The occasion of our social gathering at this time is, to my feelings, full of interesting reminiscences and associations. It is pleasant, in life's evening twilight, to revisit the scenes and review the incidents of life's brighter morning. Especially and deeply interesting is it to the memory and the heart, to review those incidents and events which have exercised a material, an essential influence on our own lives and characters. Such to me was the establishment of Bristol Academy. Fifty-six years ago this institution commenced its active existence, and was dedicated to the cause of good education and sound learning. I was then sixteen years of age. I was an actor in the ceremonies of dedication, and was one of the first pupils who entered its walls. That event changed the whole current and tenor of my life, and made me what I am. What I should otherwise have been, it is impossible now to say and vain to conjecture. Possibly I might have been a better and more useful man. I believe my life would have been less happy, because intellectual employment gives me more pleasure than any other. But for what I am, I am indebted to the establishment of this institution, and to its establishment at that particular period of time. Bear with me, my friends, while I explain this emphatic declaration, by dwelling a moment on my previous pursuits and prospects. It is one of the privileges of old age to be garrulous and egotistical, and I trust your kindness will indulge me in its exercise.

“ For several years previous to the opening of this Academy, I had been employed as a shop-boy, behind the counter of a country retail store. Those were not temperance times. There was then no *Maine Liquor Law* in force, or in contemplation. Every country store had a tavern license, and not only contained an assortment of dry goods and family groceries, but was also a grog-shop and a bar-room. My business was, therefore, to deal out gin and ginger, molasses and muslins, rum and ribbons, to suit the taste or gratify the cravings of every customer. I had received a common-school education, such as our common schools then imparted. I could read fluently, write legibly, and was tolerably familiar with the common rules of arithmetic. I supposed my *education*, in the usual signification of that term, was completed, and that any further acquisitions of learning, if obtained by me, must be obtained by my own unaided exertions in my intervals of leisure. I supposed my employment and destination for life were fixed, and that I was to live and die a country trader. I had hardly indulged a hope, a wish, or an aspiration for any higher or different employment. Not that I would insinuate that a country trader may not be as respectable and intellectual as other men. Such an insinuation would be exceedingly unjust, as well as unbecoming; and especially so when the Governor of the Commonwealth, who this day honors us with his presence, has proved, by his own life and example, that such an employment is not incompatible with high intellectual attainments and extensive and important public services.

“ When the Academy was about to be opened, my father, who

was one of the original Trustees, proposed that I should for one quarter enjoy its privileges as a pupil. I did so, and at the close of the first term I returned, with feelings of reluctance and sadness, to my former employment. But new desires and new aspirations were kindled; and I longed, though I dared not hope, to pursue my studies through a collegiate course. Mr. Doggett — then and always my friend, of whom I never think without feelings of grateful veneration — perceived the reluctance with which I abandoned my studies, and encouraged me to pursue them in the intervals of my daily occupations. My employment in the store was not constant and pressing. I had many leisure moments, and he kindly offered to guide me and to hear me recite whenever I could come to him for that purpose. The offer was accepted, and thus passed the second term of the Academy. At the commencement of the third term, my father and my employers consented that I should return to the Academy as a pupil, abandon trade, and pursue science and literature. The result you know, and I will therefore relieve you from any further autobiography. Enough has been said to enable you to perceive the truth and propriety of my declaration, that the establishment of this institution changed the whole current of my life, and made me what I am.

“Deeply indebted, then, as I am, and as others now present and elsewhere are, to the founders of this institution for the development of our intellectual powers, let me solicit your indulgence while I pay a brief and passing tribute of grateful remembrance to their characters. The names of the original Trustees (thirteen in number) are inscribed in *visible* characters on the legislative act of incorporation; but on this occasion there seems to be a propriety in their *audible* repetition.

“The first named on the list is WALTER SPOONER, of New Bedford, — a man of little early education, but of vigorous intellect and energetic character; a senator and councillor of the Commonwealth, and a judge of the Court of Common Pleas.

“The next is WILLIAM BAYLIES, of Dighton, — a gentleman of liberal education and cultivated taste, an eminent physician, a judge of the Court of Common Pleas, and afterwards register of probate.

“DAVID COBB, of Taunton, an aid of Washington in the time of the Revolution; a judge of the Court of Common Pleas and a major-general of the militia in the time of Shays’s insurrection, when he is said to have made the memorable declaration, while the insurgents were gathering in great numbers in this town to put down the court, that he would “sit as a judge or die as a general”; a representative, senator, councillor, lieutenant-governor of the Commonwealth, and representative in Congress; rash in speech, but prudent in action; sometimes harsh in language, but always kind in heart, and always ready to aid in any enterprise which his judgment approved. He labored more than any other man, and his influence was more effectual, in obtaining the charter and endowment of the institution. If I mistake not, there is, among the early

records of the Trustees, a vote that he should be deemed *the founder* of the Academy.

"ELISHA MAY, of Attleborough, — a respected and respectable citizen and magistrate, and a senator and councillor of the Commonwealth.

"JAMES WILLIAMS, of Taunton, — *my father*.

"APOLLOS LEONARD, — a trustworthy and honored citizen and magistrate; for a number of years the treasurer of the town and county, and representative in the legislature.

"SETH PADEFORD, of Taunton, — an eminent lawyer and my professional instructor; for some years at the head of his profession in the Old Colony, and the judge of probate for this county.

"SAMUEL FALES, of Taunton, — a faithful clerk of the courts, and afterwards a judge of the Court of Common Pleas in this county, a senator, councillor, and a man of enterprise and extensive business.

"SAMUEL LEONARD, of Taunton, — a gentleman, the tenacity and frailty of whose corporeal frame but faintly imaged the vigor, activity, and energy of his mind.

"Next in order are three brothers, — SIMEON TISDALE, JAMES TISDALE, and JOSEPH TISDALE. James Tisdale was a native of Taunton, but was then an enterprising, and supposed to be a successful merchant in Boston. I believe he is the only Trustee who ever received his appointment while residing out of this county. Simeon and Joseph Tisdale were partners in extensive business in Taunton, in whose store I was employed at the time of the opening of the Academy.

"JONATHAN COBB, of Taunton, is the last on the list. He was a brother of the General, — a man of considerable wealth, business, and respectability of character.

"My impression is, that, before the Academy was open for instruction, the Rev. Dr. FOBES of Raynham, a distinguished divine, and a professor of natural and experimental philosophy in Brown University, became a member of the Board, took an active part in its organization and proceedings, prepared the original code of by-laws for the government of the institution, and the advertisement published in the newspapers of the time, announcing its approaching opening, and stating, somewhat in detail, its situation, objects, and advantages.*

* "I find, on examination, that my impression as to Dr. Fobes becoming a member of the Board of Trustees before the Academy was opened is correct.

"Since writing the foregoing address, I have examined the file of the Columbian Centinel for the year 1796, and I there find the advertisement therein mentioned, published in June of that year. It is an interesting document, explaining at considerable length the design and objects of the institution, and the views of the Trustees. I think it would be well to preserve a copy of it among its archives, to enable those who read it to compare its promises with its performances. The following is a literal copy : —

"BRISTOL ACADEMY,

"By permission of Divine Providence, will be opened on the 18th July.

"This Academy rises into existence from the liberal patronage of the Leg-

"Among the founders and early friends of this institution, I cannot pass by in silence the name of Simeon Doggett, the first Preceptor. I stop not now to speak his praise. The simple memoir of his life, recently prepared and published, is his sufficient eulogy. No one felt more intensely, labored more assiduously, prayed more fervently, than he, for its prosperity and usefulness.

islature of the State, and the noble exertions of private gentlemen in the county, now incorporated as the Trustees of the Academy. The building, which is delightful and well constructed for its design, is situated in the pleasant and healthy village of *Taunton*, near the meeting-house. The Corporation have seen fit to elect Mr. SIMEON DOGGETT, jun., as Preceptor of the Academy; a gentleman who, for five years past, having been instructor in a college, has had much experience in conducting youth, and also having, for some years, been a preacher of the Gospel, is on that account probably better qualified to discharge the moral and religious duties of the office. He is responsible to the Corporation for the well ordering and right instruction of the Academy; and is obliged to supply himself with one or more male assistants, according as numbers may require. The Academy is designed and constructed for the education of both young ladies and masters, who will be in different apartments. The English scholars will be taught reading, spelling, writing, arithmetic, and the higher branches of mathematics; if desired, English grammar, composition, the elements of criticism, geography, the principles of philosophy, the outlines of history and chronology, logic and ethics. These branches will be varied and more or less insisted on, according to the genius or the peculiar destination of the scholar. The boys will also be taught the art of speaking; and the misses, needlework, as a fine art, in all its branches. For their Preceptress, the Trustees have elected a lady who was educated in the capital, and comes amply recommended, as possessing abilities, accomplishments, and due experience for the office. The learned languages will be taught those who are preparing for college, and all other branches which are proper qualifications for entrance, and preparations for any standing in college may here be obtained. There will also generally be literary and moral lectures delivered on Saturday, by the Preceptor; and the Rev. Dr. FOBES, one of the Trustees of the Academy, proposes, when he can make necessary arrangements, occasionally to deliver lectures on the more simple, easy, and popular parts of experimental philosophy. The manners of the scholars will be particularly attended to; and their religion and morality, reading and company, conscientiously regarded and directed. There will be four vacations in each year; viz. one week in January; three in April; one in July; and four in October. Each term of study will close with specimens of improvement; viz. two examinations, one exhibition of declamation, and one from the school of manners. For tuition in all these branches, and the use of the building, *two dollars* a quarter will be charged to each scholar of both sexes. Besides, there will be charged to each such books and school apparatus as are necessary, with which scholars do not come furnished; and also articles that are consumed in common, as wood, brooms, &c. These bills will be issued and paid quarterly. To the above system will be annexed a school of manners, or dancing-school; for which will be charged those who please to attend it, *three dollars* the quarter. Board in a style suitable for scholars, together with washing and lodging, may be obtained in regular and reputable families, in and near the village, with room for evening and morning studies, from 9s. to 10s. 6d. per week.

"The public will pardon this detail of particulars,—the design of it being to give a just idea of a new Academy; that parents, and all our fellow-citizens, in or out of the county or State, who feel themselves interested in the great work of education, might be able to form their judgments of this seat of literature, and should any think well enough of it to honor us with their patronage, they might, without further trouble, come forward immediately.

"JAMES WILLIAMS,
Secretary of the Corporation.

• "June 18."

"These are the men to whom we are indebted for the establishment of this seat of learning. Doubtless they had their frailties, but who, on this occasion, would wish to 'call them from their dread abode'? Some of them may have had among themselves, on other subjects, jealousies, rivalries, possibly animosities; but in this work of philanthropy they united in cordial coöperation. They have all passed away, but this, their work, has not passed away with them. It remains an ever-during monument of their labors of love for the benefit of successive rising generations. They have passed away; but thanks be to God, *instead of the fathers, rise up the children* to watch over its interests, *to enlarge the place of its tent, to stretch forth the curtains of its habitations, to lengthen its cords and strengthen its stakes!*"

"But I forbear to enlarge. I fear I have already occupied more than my share of our allotted time. I will conclude, therefore, with this brief sentiment:—

"The Founders and early Friends of Bristol Academy, 'Honored be their names, and blessed be their memories.'"

Music.

16. "The Trustees of the Academy. May those who share now the honors and the privilege of the office emulate the fidelity of those who in former years have borne its burdens."

To this toast, the Hon. Horatio Pratt, of the Board of Trustees, replied.

Mr. Pratt said, he supposed one might be blinded with gazing upon diamonds. He was sure that one might be cloyed with eloquence,—satiated even with fine music. It was therefore wise, perhaps, in the presiding officer to call on him to throw some pebbles into the stream of rhetoric which had flowed so smoothly. He hoped, however, the genial flow of the occasion might not be checked by any grave associations suggested by the toast to which he was called on to respond. The awe and reverence with which we are accustomed to look upon the officers or trustees of a literary institution, are merely conventional. Except on examination days, they can exhibit the same 'infirmities of wit and speech' as other men. It would not become him, a younger member of the Board, to speak of his seniors who were present,—present excellence might wait for posthumous honors,—he would recur rather to the past. If he were to rehearse the praises and recount the value of the labors of the founders and early friends of the Academy, the sun would go down upon the record. Their laurels have been gathered, and have not yet become dust. We see them by the light of memory, which lingers—long may it linger!—on their resting-places and their monuments.

It was no easy thing in their day to establish an institution like this on an enduring basis. That they did so, the thousands who have received the benefit of its instructions, and this scene about

us, all bear grateful witness. But the eyes which beam here to-day with pleasant memories also recognize some of the associates and successors of those early men in the government of the institution, by whose fidelity and care its prosperity has been secured. Our thanks are due to them, and to those also, absent but not forgotten, their associates in this trust. They behold now in its strength and manhood the institution which they consecrated in its weakness and infancy, but in hope, to good learning and sound morals. Their hope has been realized. They witness the fruition of their faith,—as who shall not, that sows the seeds of human culture ! It is not a small thing to establish and keep up a single seminary of learning,—its streams may flow far and wide through the community. One leaf from the volumes of the Sibyl was of priceless value. But it is sometimes more easy to build up, than to keep up. It is rare that any local institution of learning maintains for a long series of years a high reputation. Carelessness, neglect in keeping up to the advancing standards of the times, gradually impair its character, and competing institutions eclipse its renown. We cannot in this day be insensible to human progress. True conservatism blends the present with the past. A decaying institution is a sad spectacle. More sad, a decayed teacher, who has stood idly by the current, drinking no fresh drafts, because its waters were not classic ; wondering that his fane is deserted, his teachings slighted,—clinging with instinctive fondness to the broken column which has mouldered from the pedestal, and fallen with him to the earth.

Plato inscribed over the entrance of his academy at Athens, “Let no one enter here who is ignorant of Geometry.” This might be somewhat too exclusive for our day. But at least the instructor should take care that those who enter should find living streams. The business of instruction is taking rank with the professions. It is becoming as honorable with us as it was in that little Athenian republic, where the love of art and letters seemed to be an instinct and a passion. Our teachers may not, indeed, realize such fruit from their labors as those who taught in Grecian gardens and lyceums, or as he of old who was able to bestow a statue of himself, of pure gold, upon the Temple of Delphi, but they may devote what is of more value than golden statues, their integrity, fidelity, and skill, at the shrines of learning.

With such auspices as surround us here to-day, we cannot doubt the continued prosperity of our institution, whose new house we now dedicate. May the past and the present be here so crystallized together as to illumine the future. Mr. Pratt gave, in conclusion,—“The Common Schools of New England. May the next half-century find them all High Schools.”

17. “The Preceptresses of Bristol Academy. Honor to those who, teaching the wives and mothers here, have made the men.”

In replying to this toast, J. Otis Williams, Esq., of Boston, spoke of the difficulty of answering to so broad and comprehensive a

toast. He paid a high compliment to the worth and fidelity of the gentler sex in the work of instruction. He humorously pointed out the improved matrimonial prospects of a teacher to-day, and showed how the discipline of the school-room was an admirable preparation for the duties of home. To female influence he referred the noblest elements of masculine character. He gave, as a toast, — “ Woman, the Preceptress. In childhood she wins us to learn our A, B, C’s, and in manhood she warns us to mind our P’s and Q’s.”

Music.

18. “ The Alumni of the Academy. Her children are her heritage, the jewels in her crown.”

In answer to this toast, a letter from Hodges Reed, Esq., a former pupil of the Academy, was read.

“ DEAR SIR, —

“ Taunton, August 23, 1852.

“ I shall ever esteem it an honor to have been invited to be present and take a part in the ceremonies connected with the final vacation of the Old, and occupation of the New Academy. I am sorry to say that our annual family reunion, on the *Old Homestead*, occurs on the same day, and my attendance will, therefore, be impracticable. Yours will, doubtless, be a highly interesting and happy meeting. It would give me great pleasure to be present with the alumni of Bristol Academy, and especially to look upon the faces of some of those scarred climbers, who shared with myself the instructions of Father Doggett, some five-and-forty years ago. My sympathies, as you may well suppose, are with the *Old Academy*. She has done a good work. She has been a faithful mother, for more than half a century ; nor do her latest children, as I am informed, show any signs of decrepitude in her. It is not the first time, however, that daughters have been known to elbow their mothers off the stage, before they ought or were quite ready to leave. The daughter, it is true, comes forward with a bold front, promising to be somebody ; but she has got to make a character for herself. As I look at her, with her narrow twinkling eyes, I can hardly help exclaiming : ‘ You need not put on airs, now, for you are not half as handsome as your mother was, in the days of her bloom.’ But, after all, if she will only show proper respect to her mother and her mother’s children of an older growth, she may yet do well. We would not disparage her beauty, because we once thought her mother was a paragon ; but will console her with one of Humility’s old proverbs, ‘ Handsome is that handsome does.’

“ Progress — modernism — is an enemy to longevity. The generation now coming upon the stage are fulfilling with pious zeal the Divine injunction, to *forget the things that are behind*. So said the Old Academy to me, as I was passing by her, the other day, to look at the New.

"Our Alma Mater has brought forth not a few distinguished men. She can boast of her judges and senators and lawyers and physicians, — men of renown; and also of her divines and literary men, who have made their mark upon their times; a goodly number of whom will probably be present, to cast their laurels at the feet of their aged mother, for the benefit of herself and all her children. And this is what gives such a charm to these demonstrations. It is that we who have glided through the world, *without note or comment*, will be, on that occasion, just as much judges, and senators, and *marked* men, as they themselves. We are all the children of one mother, — all belong to one family; and as she is about to leave us, we put in our claim for an equal division of the honors. We will say, with some assurance, Is any man a governor? So are we governors. Is any man a senator? So are we senators. Is any man remarkable? So are we all, for once in our lives, *remarkables*.

"Of the alumni, some have made their mark in high places, and some in low; some where it could be seen of all men, and some where all men could hardly see it; — with the pen and the plough; with the purse and the sword; the pulpit and the plane; the tongue and the yardstick; the lancet and the compass; — it matters not so much which, provided we do not forget that we all belong to one family. We all dug in the same mine together, and all used the same implements, and the only reason why *we* did not find the treasure must have been the simple fact, that the lucky men dug a little below us.

"To be sure, in our old reading-lessons was found this line: 'Nature, in men, has some *small* difference made'; but we have about come to the conclusion that that was all *poetry*. This, however, is of little consequence, since, after they have spent a good part of their days in beating the bush, we can come in at the death, and take our share of the bird.

"Many of the older children, together with the first Preceptor, have gone the way of all the earth; but some honored names remain to take their last look at the Old Academy. They will not forget their kind-hearted teacher, who was wont to comfort such of his boys as were discouraged and almost ready to give up all for lost, because of their slow progress among *the roots*, in the following words: 'Don't give it up so. Remember you must creep before you can go alone. The best creepers generally make the best runners.' Some of them, in due time, did run, all the better for his kind words. But I fear that I have detained you too long. With your permission, I will close with the following sentiment: —

"The New Academy. May she, during the coming half-century, give birth to as many honorable men as has her predecessor during the past.

"Respectfully yours,

"HODGES REED.

"GEORGE A. CROCKER, Esq."

19. The closing toast was, "The Old School-House. 'Should auld acquaintance be forgot.'"

The answer was in the song of "Auld Lang Syne," sung by all present, standing.

Several volunteer toasts were also given.

By the Hon. Johnson Gardner. "Our Academies and Common Schools. The guardians of our liberty and the hope of the age."

By Edmund H. Bennett, Esq. "Bristol Academy. Fortunate in being built by an Upjohn, — may it be successful in building many a poor John-up."

By Samuel W. Doggett, Esq., son of the Rev. Simeon Doggett. "Bristol Academy. Notwithstanding so many fond recollections cluster around its past history, its morning splendor has but just begun to shine; what shall be its meridian glory, we leave future generations to tell."

By the Hon. Thomas D. Eliot. "Bristol Academy. Whatever mechanics built it, it will take a *Wheelwright* and a *Sawyer* to make it go."

A large number of letters in reply to invitations to be present were received, a few of which, from former Trustees, teachers, and pupils, are printed here.

1. From the Hon. Samuel Crocker, former Treasurer and President of the Board.

"Taunton, August 24th, 1852.

"GENTLEMEN, —

"It gave me great pleasure to receive your kind and respectful invitation to be present at the public exercises and collation on the opening of the new Academy building, on Wednesday, the 25th instant.

"This is an event which I have looked forward to with great interest, and I regret exceedingly that my infirmity is such at present, that I cannot encounter the fatigue of ascending your rooms, and beg leave to be excused for being absent on this very interesting occasion.

"I am, gentlemen, very sincerely and truly, your humble servant,

"SAMUEL CROCKER.

"TO THE TRUSTEES OF BRISTOL ACADEMY."

2. From the Hon. Eliphalet Williams, of Boston, a former Trustee.

"Boston, August 23d, 1852.

"DEAR SIR, —

"I have the pleasure to acknowledge your kind invitation of the Trustees of Bristol Academy in Taunton, for Wednesday, the 25th of August.

"Sir, it would give me great pleasure could I accept it; but, although my health is good, my infirmities are of such an age, they will control, and I must respectfully decline.

"Please present my best respects to your Trustees, and say that I should with much pleasure be with them, were circumstances more favorable.

"And that the future success of your institution may meet the most ardent anticipations of your Trustees, is the fervent wish of your most obedient servant,

"ELIPHALET WILLIAMS.

"CHARLES H. BRIGHAM, Esq., *Secretary*."

3. From Otis Peirce, Esq., a former Preceptor.

"*Boston, August 23d, 1852.*

"DEAR SIR,—

"Your letters, giving me a polite invitation to attend the exercises at the opening of the new Academy building in Taunton, have both been received. In reply to which I would say, it would afford me the greatest satisfaction to visit Taunton once more, especially Bristol Academy, with which are associated some of my best recollections, and in which I have spent so many happy hours, in teaching and in being taught; for there I commenced my literary pursuits, and to that institution, then under the care of the Rev. Simeon Doggett, and afterwards the Rev. Luther Bailey, I am indebted for the best part of my education.

"While it would afford me the greatest satisfaction to accept your kind invitation, and to meet my Taunton friends once more on that happy spot, ever dear to me, I am obliged to say it will not be convenient for me to attend. Please accept my thanks for your polite invitation, and my best wishes for the prosperity and usefulness of Bristol Academy.

"Your most obedient and humble servant,

"OTIS PEIRCE.

"CHARLES H. BRIGHAM, Esq."

4. From the Rev. John L. Watson, D. D., a former Preceptor.

"*Grace Church Rectory, Newark, N. J., August 11th, 1852.*

"REV. AND DEAR SIR,—

"Your favor of the 4th instant, covering an invitation from the Trustees of Bristol Academy, in Taunton, 'to be present at the public exercises and collation at the opening of the new Academy building,' has just reached me.

"I beg you to return my acknowledgments to the Trustees for the kind invitation with which they have honored me, and shall have the gratification of attending on that occasion, if it please God, 'as a former Preceptor of Bristol Academy.'

"With much respect, I am, sir, your obedient servant,

"JOHN LEE WATSON.

"FOR THE REV. CHARLES H. BRIGHAM, &c., &c."

5. From the Hon. S. S. Wilde, Judge of the Supreme Court, a native of Taunton.

“*Boston, August, 1852.*”

“DEAR SIR, —

“I am truly grateful to the Trustees of the Bristol Academy for their obliging invitation to be present at the public exercises on the opening of their new Academy building. It would certainly afford me great pleasure to be present on that interesting occasion, and to inform myself more fully of the flourishing state of that long-established and highly useful institution. But I regret to say, that my advanced age and the precarious state of my health compel me, much against my inclination, to deny myself that pleasure.

“With many thanks for your obliging communication, I am, dear sir, respectfully your friend and servant,

“S. S. WILDE.

“REV. C. H. BRIGHAM.”

6. From Samuel Tisdale, Esq., of New York City.

“*New York, August 10th, 1852.*”

“MY DEAR MR. BRIGHAM, —

“I have this moment received your kind invitation to be present at the opening of the new fountain recently erected in Taunton. I must answer it while my heart is warm. No child of your beautiful town can enjoy the advent of the 25th with more real pleasure than myself. I hope I may be present, to partake of all the good things which the occasion imparts. I long to renew my allegiance to the sanctuary which has never been without a perennial spot in my memory. The occurrence brings vividly to my thoughts a hundred emotions, — recollections of almost half a century ; for it is forty-four years since my earliest instruction came from the lessons of the late Mr. Doggett ; and it is pardonable to refresh one’s self at the original spring, — to imbibe of those waters whose first gush channelled the way upon which I have floated for many pleasant years. I would take a ‘right good willie waught for auld lang syne,’ and remember with filial and paternal gratitude my *Alma Mater* and its friends.

“I cherish deep and abiding regard for the late venerable Simeon Doggett, the first Preceptor of Bristol Academy ; — to him and his successors, Luther Bailey and Mr. Wilkins, am I indebted for whatever worthy spirit example or education in after life has imparted. All my thanks are poor when compared to the richness of their dispensations.

“The creation of a new and enlarged edifice I hope may stimulate the Trustees to a greater diffusion of education, — that it may be alike open to all, — that the humble should be early cared for, — that no spirit but that which is productive of good shall ever pervade its counsels, so that, as in my own case, the crumbs gathered here shall in time grow to a good and wholesome loaf.

"I adopt the words of another when I speak of Taunton : —

'Land of my sires ! what mortal hand
Shall e'er untie the filial band
Which knits me to thy pleasant strand !'

"I remain your friend, &c.,

"SAMUEL TISDALE.

"REV. CHARLES H. BRIGHAM, *Taunton, Mass.*"

7. From Nathan Caswell, Esq., of New York City.

"*New York, August 14th, 1852.*

"DEAR SIR, —

"I have received your note of invitation, dated August 4th, for me to be present at the opening of the new Academy at Taunton, on the 25th instant ; but I regret that it will not be convenient for me to be there.

"In the old Academy at Taunton I received a small part of that little education it has been my fortune to obtain ; and the boyish dreams and bright visions of life that filled up that period of my existence are yet fresh in my memory, and are connected with reminiscences of the most pleasing character.

"As *education* — in letters, arts, and sciences — is the great business of life, every step taken for its advancement should be looked upon with favor and approbation. And as such, the efforts of yourself and those with whom you are associated have my most hearty good wishes that they may be attended with good results.

"Your very obedient servant,

"NATHAN CASWELL.

"CHARLES H. BRIGHAM, Esq., *Secretary.*"

The celebration was closed at half past five, P. M., and the company dispersed, with an expression on all sides of the highest delight and satisfaction with the exercises of the occasion. All the arrangements were carried out, and every one seemed to feel that the festival was ominous of future prosperity to the institution. At a meeting of the Trustees, it was unanimously voted that the proceedings of the day be printed in suitable form. The present pamphlet is the result of that vote.

APPENDIX B.

TRUSTEES OF BRISTOL ACADEMY.

Time of Appointment.		Term of Service. Years.
1792.	Hon. Walter Spooner,	11
"	Hon. William Baylies, M. D.,	34
"	Hon. David Cobb,	4
"	Hon. Elisha May,	12
"	James Williams,	16
"	Apollos Leonard,	7
"	Hon. Seth Padelford,	18
"	Hon. Samuel Fales,	26
"	Samuel Leonard,	15
"	Simeon Tisdale,	21
"	James Tisdale,	6
"	Joseph Tisdale,	22
"	Jonathan Cobb,	8
1795.	Rev. Perez Fobes, LL. D.,	16
"	John Bowers,	15
1800.	Rev. John Pipon,	21
"	David Carver,	2
"	James Sproat,	26
"	Jonathan Ingell,	44
1804.	Foster Swift,	6
"	Nicholas Tillinghast,	14
"	Hon. Samuel Tobey,	19
1808.	Hon. Seth Washburn, M. D.,	28
"	Hon. Samuel Crocker,	42

		Years.
1810.	John W. Seabury,	8
"	Richard Sanger,	3
"	John West,	17
1812.	Eliphalet Williams,	3
1813.	Rev. Simeon Doggett,	11
"	Hon. Hodijah Baylies,	8
1816.	Rev. Stephen Hull,	7
"	Abiathar Ingell,	7
"	Hon. John M. Williams, LL. D.,	28
1818.	Charles Richmond,	31
"	Robert Dean,	4
"	Hon. Francis Baylies,	28
1821.	Rev. Pitt Clarke,	13
"	Rev. Luther Hamilton,	11
1823.	David G. W. Cobb,	9
"	Hon. James L. Hodges,	23
"	Horatio Leonard.	
"	Hon. James Ellis,	18
1827.	Hon. Marcus Morton, LL. D.,	24
1831.	Rev. John West,	2
1833.	Alfred Williams, M. D.,	16
"	Rev. Andrew Bigelow, D. D.,	10
"	Anselm Bassett,	16
1835.	Hon. William A. F. Sproat.	
1837.	Edmund Baylies.	
1841.	William A. Crocker.	
1844.	Thomas J. Coggeshall.	
"	Alfred Wood, M. D.	
"	Rev. Charles H. Brigham.	
"	Alfred Baylies, M. D.	
1846.	Rev. Erastus Maltby.	
1847.	Hon. Horatio Pratt.	
1849.	George A. Crocker.	
"	James W. Crossman.	
1851.	Sydney Williams.	
"	Rev. Theodore W. Snow.	
"	Hon. Oliver Ames, Jr.	

PRECEPTORS OF BRISTOL ACADEMY.

		Appointed.	Resigned.
Rev. Simeon Doggett,	B. U.	1796	1813
Rev. Luther Bailey,	"	1813	1816
Isaac Bowen,			
Otis Peirce,		1816	1818
John Brewer,	H. U.	1818	1818
Hon. John H. Wilkins,	"	1818	1819
Otis Peirce,		1819	1821
Rev. John Goldsbury,	B. U.	1821	1824
Rev. John L. Watson, D. D.,	H. U.	1824	1828
Frederic Crafts,	B. U.	1828	1837
Rev. John N. Bellows,	H. U.	1837	1838
Nicholas A. Clarke,	"	1838	1842
Rev. John D. Sweet,	B. U.	1842	1844
Rev. John N. Bellows,	H. U.	1844	1846
Samuel R. Townsend,	"	1846	1849
Henry B. Wheelwright,	"	1849	

